

Lesson Plan

Course Title

Career and Family Leadership

Lesson Title

Current Issues Affecting the Family

Practical Problem

What should we do about current issues and trends that are affecting the family?

References Used for this Lesson

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.
Instructional Materials Laboratory, University of Missouri-Columbia

Family, Career and Community Leaders of America, Inc., “*Get Connected: Families First, CD Rom*”, “*Planning Process*”, Reston, VA:

Alternative Assessment: A Family and Consumer Sciences Teacher’s Tool Kit, Ohio State University, 1996. Vocational Instructional Materials Laboratory

Background Information for this Lesson

Career and Family Leadership, Content Module 3

External Alignment

Program Goal Addressed

(Use this area to identify how your program goal links to this lesson.)

Missouri Family and Consumer Sciences Competencies Addressed

D. 7 Solve problems related to family and human development (Synthesis)

Missouri Show-Me Goals/Standards Addressed

1.3 Design and conduct field and lab experiences to study nature and society

National Family and Consumer Sciences Standards Addressed

6.1.3 Examine global influences on today’s families

6.1.6 Determine the impact of change in transitions over the life course

Internal Alignment

Course/Performance/Enabling Objectives(s) for Competency

1. List current issues and trends that are impacting the family in positive and negative ways. (Knowledge)
2. Construct and conduct a survey relating to a specific current global issue or trend affecting the family. (Application, Synthesis)

3. Compare the results of the survey to determine problems families may face as they deal with this issue/trend. (Analysis)
4. Develop a course of action that could effectively solve a family problem identified from the survey. (Synthesis)

Instructional Strategies

1. List current issues and trends that are impacting the family in positive and negative ways. (Knowledge)

Bring in newspaper articles, video clips, magazines, etc. and discuss the issues in the newspapers, videos, magazines etc. that might impact the family.

Add to your list of current issues and trends affecting families in positive and negative ways from your class discussion. (Communication, Critical Thinking)

Questions for Discussion/Formative Assessment

1. *How did the newspapers, video clips, magazines, etc. help identify issues and trends affecting families?*
 2. *How reliable are these sources in identifying issues and trends that affect families?*
 3. *What issues and trends are local/global?*
 4. *What issues and trends affect your family?*
 5. *How did communicating your ideas out loud help stimulate thoughts for the list?*
2. Construct and conduct a survey relating to a specific current local/global issue or trend affecting the family. (Application, Synthesis)

Discuss with the students what makes a good survey including the types of questions, groups of people, etc. In groups, use group consensus to select an issue from the compiled list and construct a survey. Ask the students to develop a scoring guide for their survey. Construct and conduct the survey. (Cooperation, Communication, Leadership, Critical Thinking)

Questions for Discussion/Formative Assessment

1. *What types of questions should you include on a survey? Why?*
 2. *How did you use leadership skills in constructing and conducting your survey?*
 3. *What did your group do to reach a consensus on what issue to address in your survey?*
 4. *What communication skills did you use to develop and to address people when conducting your survey?*
 5. *How was critical thinking used to get good questions for your survey?*
3. Compare the results of the survey to determine problems families may face as they deal with this issue/trend. (Analysis)

Individually analyze the results of the survey to determine problems families face as a result of this issue. As a group compile your results and design a computer generated chart that illustrates the survey results of your group. Individually select a specific problem that families may face and develop a scenario. (Technology, Communication)

Questions for Discussion/Formative Assessment

1. *What conclusions can you draw from the analysis of your survey?*
2. *How were the results of your surveys similar/different?*

3. *How would you improve your survey?*
 4. *How did combining your results into a computer chart help clarify what family problems are?*
 5. *How did the scenario help communicate family problems identified from your survey?*
4. Develop a course of action that could effectively solve a family problem identified from the survey. (Synthesis)

As a group, utilize the SEARCH process sheet p. 133, (*Career and Family Leadership*) to determine a course of action that could be used to solve the problem in the scenario that was developed. (Problem Solving, Critical Thinking)

Questions for Discussion/Formative Assessment

1. *How did completing the SEARCH process help you to determine a course of action that could be used to solve the problem?*
2. *What choices were available to solve the problem?*
3. *How did you select your course of action?*
4. *What would be the outcome of your course of action?*
5. *How would this course of action be helpful for your family?*
6. *How would you test this course of action to see if it is workable?*

As a group select an FCCLA program that would help you to carry out your course of action. Complete the FCCLA "Planning Process" to complete your course of action. Carry out your project. Use the "Action Project Assessment", p. 108, (*Alternative Assessments*) to assess the success of your project.

Questions for Discussion/Formative Assessment

1. *What changes would you make to solve the family problem you identified?*

Assessments

Paper/Pencil

1. List global issues and trends affecting the family and explain how each could have a positive or negative effect. (Knowledge)
2. Describe a family problem in a scenario format. (Knowledge)
3. Using the SEARCH FOR SOLUTIONS sheet, p. 133 (*Career and Family Leadership*), formulate a course of action for the family problem scenario developed in Paper/Pencil #2. (Synthesis)

Classroom Experience:

1. Identify criteria for an effective survey. Develop a survey on current family issues and trends. (Application)
2. Share the results of the survey through a computer generated graph or chart. (Analysis)

Application to Real Life:

1. Make use of the survey results on current family issues and trends to develop a project. (Application)
2. Utilize an FCCLA project to solve a problem related to family issues and trends. Incorporate the survey results into your project. Use the appropriate FCCLA program materials in your project assessment. (Application)

Lesson Plan

Course Title

Career and Family Leadership

Lesson Title

Problems Related to Family

Practical Problem

How to manage stress in the family?

References Used for this Lesson

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.
Instructional Materials Laboratory, University of Missouri-Columbia

Background Information for this Lesson

Career and Family Leadership, Content Module 3

External Alignment

Program Goal Addressed

(Use this area to identify how your program goal links to this lesson.)

Missouri Family and Consumer Sciences Competencies Addressed

D.7 Solve problems related to family and human development (Synthesis)

Missouri Show-Me Goals/Standards Addressed

HP2 Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)

SS6 Relationships of the individual and groups to institutions and cultural traditions

4.1 Explain reasoning and identify information used to support decisions

3.2 Develop and apply strategies based on way others have prevented or solved problems

National Family and Consumer Sciences Standards Addressed

6.1 Analyze the impact of family as a system on individuals and society

Internal Alignment

Course/Performance/Enabling Objectives(s) for Competency

1. Identify sources of stress and its role in family and human development. (Application)
2. Examine alternatives for relieving stress. (Analysis)
3. Develop solutions to reduce stress in family and human development. (Synthesis)

Instructional Strategies

1. Identify sources of stress and its role in family and human development. (Application)
Define stress for the students.

Questions for Discussion/Formative Assessment

1. *Why is some stress good for a person?*
2. *What are some bad characteristics of stress?*

In cooperative learning groups, brainstorm and report to the class sources of stress in today's families. (Critical Thinking)

Questions for Discussion/Formative Assessment

1. *How do the sources of stress brainstormed affect the role of the family?*
2. *How do the stresses identified affect human development?*
3. *What are negative results of not relieving stress?*
4. *What stresses do you have in your life?*
5. *How do the stresses in your life affect your family, your development?*

2. Examine alternatives for relieving stress. (Analysis)

Ask students to individually interview one family and to use the Internet to determine positive ways to relieve personal and family stress. Discuss with the students what makes a good interview including the types of questions, etc.

Students will write a written summary of their findings and report during class discussion. Before beginning to write your summary, review what you learned on the internet and your interview to see that your information communicates alternatives to relieve stress for families and individuals

Use Inside Circle/Outside Circle or Circle Circle for class presentation/discussion of the written summary. This will allow each student to present several times and will insure that all students are on task and participating. (Technology, Communication, Leadership)

Questions for Discussion/Formative Assessment

1. *How do you know that the information that you received from the internet or the family you interview is accurate?*
2. *How did using "Circle Circle" help you to communicate your ideas to others?*
3. *What communication skills did you use when sharing your information?*
4. *How did you use Leadership Skills in conducting your interview?*

3. Develop solutions to reduce stress in family and human development. (Synthesis)

Assign each student a family stressor such as job loss, new baby, family illness, three-generational living, etc. Use the SEARCH FOR SOLUTIONS format, p. 133 (*Career and Family Leadership*) information from the written summary, class discussion and the Internet to identify ways to reduce the stress. (Problem solving, Technology, Critical thinking)

Give each student a case study/scenario. Ask the student to create solutions to reduce stress on the family and personal human development. Use the SEARCH format to work through to the solutions. (Problem solving, Critical Thinking)

Questions for Discussion/Formative Assessment

1. *Why is it important to relieve stress?*
2. *What are stressors and positive ways to relieve stress for these situations? (single parent with new baby, stay at home Mom, Dad out of work, child that is very ill, stressful job, drug problem, etc.)*
3. *How can you use this information to strengthen your family?*

Assessments

Paper/Pencil:

1. On paper, list sources of stress families encounter. (Knowledge)
2. Summarize in writing, ways to deal with stress. (Comprehension)
3. Given a case study, develop solutions to reduce stress. (Synthesis)

Classroom Experience:

1. Given a source of family stress, use the SEARCH FOR SOLUTIONS sheet to formulate a course of action to reduce that source of stress. See Instructional Strategy #3.
(Synthesis)
2. Summarize the interview findings from Instructional Strategy #2 and share with class.
(Comprehension)

Lesson Plan

Course Title

Career and Family Leadership

Lesson Title

The Work of the Family

Practical Problem

What should be done about solving problems related to the work of the family?

References Used for this Lesson

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.
Instructional Materials Laboratory, University of Missouri-Columbia

Family, Career and Community Leaders of America, Inc., “*FCCLA STAR Events*”, Reston, VA: 2003.

Background Information for this Lesson

Career and Family Leadership, Content Module 3

External Alignment

Program Goal Addressed

(Use this area to identify how your program goal links to this lesson.)

Missouri Family and Consumer Sciences Competencies Addressed

D.7 Solve problems related to family and human development (Synthesis)

Missouri Show-Me Goals/Standards Addressed

HP5 Methods used to assess health, reduce risk factors, and avoid high-risk behaviors
1.6 Discover and evaluate patterns and relationships in information, ideas, and structures

National Family and Consumer Sciences Standards Addressed

12.1.1 Examine physical, emotional, social, and intellectual development

Internal Alignment

Course/Performance/Enabling Objectives(s) for Competency

1. Identify recurring or continuing concerns of the family. (Application)
2. Examine actions needed to resolve concerns related to family and human development. (Analysis)
3. Plan and implement a project to strengthen the work of the family as it relates to family and human development, (Synthesis)

Instructional Strategies

1. Identify recurring or continuing concerns of the family. (Application)

Complete Activity Sheet # 1: "Examples of Continuing Concerns", p. 132, (*Career and Family Leadership*). Read *examples* of questions: What should be done about caring for children? Brainstorm with a team of students for additional examples of these types of questions. (*Career and Family Leadership*, p. 128) (Critical Thinking)

Questions for Discussion/Formative Assessment

1. *How did the examples help you think about the questions?*
2. *Which questions are recurring or continuing concerns for your family?*
3. *How does your family work to resolve these concerns?*

2. Examine actions needed to resolve concerns related to family and human development. (Analysis)

Use Activity Sheet #2: SEARCH for Solutions, p. 133, (*Career and Family Leadership*) to address a practical problem related to family and human development. Some examples are listed in *Career and Family Leadership*, p. 129.

Questions for Discussion/Formative Assessment

1. *Why is the SEARCH format helpful in solving problems?*
2. *How could you use the SEARCH format in your life?*
3. *What are some actions that you can take to resolve concerns related to family and human development?*

3. Plan and implement a project to strengthen the work of the family as it relates to family and human development, (Synthesis)

Select one of the continuing concerns identified in Instructional Strategy # 1 to develop a project to strengthen the work of the family as it relates to family and human development. Select a STAR Events project that relates to the concern you selected. Plan and implement the project and participate in regional and state STAR Events. Take pictures of your project for your STAR Event and for the community newspaper. (Leadership, Communication, Technology)

Questions for Discussion/Formative Assessment

1. *How can families strengthen the potential for all members?*
2. *How can families strengthen the work of the family as it relates to family and human development?*
3. *How did you identify the concern that you wanted to address?*
4. *How did the project help you to see the magnitude of the concern?*
5. *How did completing the STAR Event help you to communicate your concern to others?*
6. *What leadership skills did you use to complete your project?*
7. *How can you use this to help you solve concerns for your family?*

Assessments

Pencil/Paper:

1. List examples and identify characteristics of continuing concerns of families. (Knowledge, Application)
2. Utilize "SEARCH for Solutions" to solve a family problem. (Application)

Application to Real Life:

1. Plan and implement a STAR Event project that relates to family and human development. Use the rating sheet for the Event to evaluate your project. (Synthesis)